

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Sister Kathleen Touey

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Pius X School

(As it should appear in the official records)

School Mailing Address 204 Lawrence Road

(If address is P.O. Box, also include street address.)

Broomall PA 19008-3298
City State Zip Code+4 (9 digits total)

County Delaware

Telephone (610) 356-7222

Fax (610) 356-5380

Web site/URL

<https://sites.google.com/spxbroomall.org/st-pius-x-school>

E-mail SRKTPRIN@AOL.COM

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Andrew McLaughlin Ed.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail amclaughlin@archphila.org

District Name Archdiocese of Philadelphia School District Tel. (215) 587-4543

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Paul Boston CPA, CFE, M.S. Tax

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	33	49	82
K	17	27	44
1	16	15	31
2	18	18	36
3	13	16	29
4	13	14	27
5	17	17	34
6	14	7	21
7	18	25	43
8	19	16	35
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	178	204	382

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 1 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 5%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2017	437
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

8. Students receiving special education services: 9 %
34 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>7</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Saint Pius X Catholic School is committed to proclaiming and living the Good News of Jesus. Saint Pius X School strives for academic excellence in order to form exemplary leaders for church and society. This vital mission is achieved to help students to discover their unique gifts and to develop them to their fullest potential.

PART III – SUMMARY

Nestled on almost fourteen acres in the heart of Broomall, Pennsylvania, Saint Pius X School's (SPX) campus includes the parish church, rectory, convent, school building, and community center in addition to green space and play areas for the children.

Having opened its doors in 1957, SPX boasts more than 4,000 alumni located around the globe! SPX alums include a sports writer for a large daily newspaper, a major league umpire, an NBA referee, countless doctors, teachers, and lawyers—not to mention a number of clergy!

Currently, the school educates nearly 400 children in grades Preschool through eighth. Two hundred fifty plus families live in Havertown and Broomall. Students receive a comprehensive, rigorous, religious, and relevant education that prepares them for high school, college, and beyond.

Religion and community service are focal points of the curriculum. The spiritual development of students is vital. Students are encouraged to proclaim the Gospel message: love God and love your neighbor. Everyone strives to develop a faith community where children express care and concern for others. Prayer and a relationship with God are evident through the actions of SPX students. Saint Pius X School is blessed to have Sisters, Servants of the Immaculate Heart of Mary work with students on a daily basis. In addition, the priests in the parish frequently visit classrooms to lecture and to interact with all students. Students regularly celebrate Mass as a school.

Saint Pius X School has strong community ties. Various school programs afford students the opportunity to give back to their community by donating their time and talents to help the less fortunate. For example, Saint Pius X Parish participates in the Catholic HEART Workcamp Program. Through this program, SPX eighth grade students and young teens from the community are encouraged to live as disciples of Christ by serving others through participation in social service projects. Some recent projects included home repair, painting, yard work, indoor cleaning, and basic construction. In addition, SPX offers a Summer Enrichment Camp Program. For the past ten years, this camp has offered full and half day sessions that cover a wide variety of interests including the arts, academics, and athletics. These camp sessions are held on the school campus and are available to SPX students as well as children from the surrounding communities. Finally, the SPX School Prayer Corner offers spiritual support to those in the community struggling with illness, the death of a loved one, or other family hardship. Through the Prayer Corner Program the school community is notified via email of the families in need of prayer.

The school provides traditional academics such as religion, music, art, physical education, honors math, and even a Spanish program. In addition to this, students have a wealth of technology resources at their disposal—a fully equipped computer lab; chromebooks for students in grades 3-8; classrooms outfitted with cutting-edge computers, projectors, mounted whiteboards; smart TVs; and a computerized library.

The list of academic awards, high school scholarships, and high standardized test scores is long! Many students have received scholarships and have gone on to attend a myriad of local parochial and private schools such as St. Joseph's Prep, Merion Mercy Academy, Devon Prep, Notre Dame Academy, Sacred Heart Academy, Cardinal O'Hara, Archbishop Carroll, Bonner-Prendergast, and more.

SPX School is also proud to offer a learning center where students who need extra help receive reading and language arts support; a hot lunch program where students can purchase a nutritious, warm meal daily; a before-care and an after-school child care program so that parents know that their children are safe and being cared for while they are at work; and countless athletic and extracurricular programs. In fact, SPX athletic teams have received numerous championships, accolades, and awards.

The SPX support system is great! The Home and School Association actively supports programs for students and families including sponsoring a Halloween Dance-A-Thon, a Designer Bag Bingo, a back-to-school barbecue, Santa Secret Shop, and a Craft Fair. Founded in 2001, the Saint Pius X School Endowment focuses on securing the future of SPX School to ensure its strong presence in the community for years to

come. The Endowment currently supports an art program and technology enhancements throughout the school. In addition to these groups, the SPX alumni network is strong.

As one can see, at Saint Pius X School we take the mission of educating students seriously. All understand that laying the groundwork for a lifetime of learning is essential. The SPX community is proud to be celebrating 60 years of doing so!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Saint Pius X School strives to follow a balanced approach to literacy instruction. Kindergarten through fifth grade follows a comprehensive language arts curriculum by engaging students in authentic reading and writing experiences provided in the Houghton Mifflin Journeys Reading Series. Students are guided to develop skills in comprehension, vocabulary, phonics, sentence structure, and language mechanics. Middle school students continue the solid foundation instilled by elementary reading and language arts teachers. Through the use of the Voyages in English Writing and Grammar Series, students develop proficient writing skills, grammar, and mastery in using various genres to communicate effectively. All students receive explicit writing instruction with guided practice and the opportunity to demonstrate learned skills. Novel study units are a major component of the middle school reading program. Those novels are carefully selected to appeal to the interest of adolescent readers. These books, along with valuable resource materials, enable students to strengthen literary skills through practice with many key elements such as foreshadowing, irony, and figurative language. In addition to the use of many award winning novels, a highly regarded reading anthology, Prentice Hall Bronze and Silver, is part of the middle school reading curriculum. This anthology exposes students to a variety of writing genres while allowing them to practice grammar, spelling, and vocabulary skills. To foster a further love of reading, many fourth through eighth grade students have the opportunity to participate in the Delaware County Reading Olympics Competition each year.

New technology has given a boost to the reading and writing curricula. Students conduct research and create writing projects including digital presentations. This technology provides a natural integration into the listening and speaking components of a balanced language arts curriculum. In addition, the school library provides an ongoing opportunity for students to experience different authors and genres as a means to enhancing and broadening their personal reading preferences.

An English Language Enrichment Program is now offered to all students in fifth through eighth grades. This program was established to increase student achievement in areas of grammar usage and mechanics, creative writing, and vocabulary.

1b. Mathematics:

The mathematics curriculum at Saint Pius X is developed and maintained in compliance with the Common Core and Pennsylvania State Standards for Mathematics and is aligned with the Curriculum Guides of the Archdiocese of Philadelphia. Guidelines are provided for each grade level with the objective of preparing students for the study of a modified Algebra I curriculum in eighth grade. The school-wide use of Simple Solutions for Mathematics, which provides daily lessons intended to maintain and practice previously mastered concepts, serves significantly in cultivating a stable and effective curriculum. An Honors Math program is provided for qualified students in fifth to eighth grades with the goal that these eighth grade students will master a full and complete course of Algebra I. Students are identified for the Honors Math Program at the end of fourth grade using criteria set forth by the Archdiocese of Philadelphia. The mathematics curriculum is coordinated from grade level to grade level. A spiral curriculum builds on previously presented material, and the use of the same textbook series across the grades sustains a smooth transition from grade to grade.

Technology and communication are an important part of the mathematics program. Google Tools for Education provides teachers the ability to monitor student progress and growth. At the same time, Google Tools allows students a place to easily collaborate and share differing thought processes and ideas. Communication on projects and student work is open-ended and promotes conversations that push students to think and ask questions. The First in Math web-based program is used in grades two to eight to reinforce skills and provide added challenges. SPX students consistently rank among the top in the nation in this program.

Saint Pius X students frequently score over the anticipated outcome on the Terra Nova tests. In 2018, sixth grade students finished in the top eleven percent while seventh grade students finished in the top five percent. Seventh and eighth grade students in the Honors Math program annually participate in the challenging and competitive IHM Math Contest sponsored by the Sisters, Servants of the Immaculate Heart of Mary. The students consistently rank in the top ten nationally. In 2018, seventh grade students finished in first, third, fourth, fifth, and seventh place out of a thousand students who took the test.

The goal of the mathematics program is to nourish traits such as courage, perseverance, patience, and self-confidence in order to develop students who are life-long problem solvers. In achieving this goal, Saint Pius X is fulfilling its mission of helping students discover their unique gifts and develop to their fullest potential.

1c. Science:

The Science curriculum is a research-based, hands-on science program that uses a platform for STEM learning. This program reflects state and Archdiocesan guidelines, which are based on Next Generation Science Standards. The curriculum reflected in the Lab Learner program promotes communication, interaction, and experimentation among the students in a laboratory setting. The students develop a formative knowledge of Life Science, Physical Science, and Earth and Space Science. Students are engaged in laboratory set-up and post-lab activities as well as curriculum integration. Engaging and immersing the student in the understanding of the scientific method in a lab experience aids in retention of the concepts and scientific principles.

As recently as 2017, the Lab Learner curriculum was realigned to reflect concepts tested on standardized assessments. This critical realignment has led to a yearly increase in baseline science scores as students move throughout the grades.

In addition, both primary and middle school grades use a monthly Scholastic Science magazine. These magazines include current nonfiction articles that bring science concepts to life while engaging students in science and engineering practices. With the addition of Google Classroom and Tools, the nature of student and teacher communication has changed in order to deepen the connection with science and literacy.

1d. Social studies/history/civic learning and engagement

Along with fostering both civic and social responsibility, the comprehensive social studies curriculum is based on C3 standards and promotes an appreciation and respect for people and cultures from around the globe. Although each grade level studies different regions of the world, the school wide curriculum addresses many critical skills. Some of these skills include reading and interpreting maps, graphs, and timelines. Each grade level also strives to help students connect what they are learning to the real world. Annual field trips help teachers take learning out of the classroom to make history come alive for students. Grade level field trips include Penn Museum, Pennsbury Manor, Washington DC, Harrisburg, Gettysburg, and Philadelphia.

The social studies curriculum also works to incorporate language arts standards in regular lesson planning. Many social studies projects require students to develop a main idea by providing supporting details found in their own research. Students enjoy both presenting and listening to oral presentations surrounding their writing.

As previously stated, civic responsibility is stressed throughout the social studies curriculum. Students are presented with opportunities to learn how they can have a positive effect on the world around them. At Halloween, students are encouraged to bring in some of their candy to donate to a local homeless shelter. A new program this year, “Box of Joy” Cross Catholic Outreach, encouraged students to provide Christmas gifts for children living in poverty. Each grade was asked to collect various items such as school supplies, toys, and apparel. Student ministers were responsible for collecting, sorting, and packaging donations that were gathered in each classroom. Some other community outreach programs include a canned goods drive for a local food bank and Lenten mission collections.

In summary, the SPX faculty believes that educating students about social justice in their world will enable them to become more aware and responsive to the needs of others in their immediate community and around the globe.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

For twenty-six years, Saint Pius X Preschool has provided students with a well-rounded, developmentally appropriate first school experience for both three and four year old children.

In accordance with the stated philosophy contained in the Archdiocese of Philadelphia Early Education Guidelines, Administration believes that education assists in the development of the total person--spiritually, physically, socially, emotionally, and intellectually.

Within a secure nurturing setting, the program incorporates learning experiences, both formal and informal, in the following areas: religion, language arts, math, science, perceptual, fine and gross motor skills, expressive arts--music, art, and dramatic play, nutrition, health/safety programs. The Lab Learner science program and universal handwriting program introduce skills and lay the groundwork which will be continued in Kindergarten and beyond.

The Preschool curriculum is aligned with the Pennsylvania K-Grade 3 Academic Standards. The third grade Terra Nova scores reflect the impact that the Preschool curriculum has on school readiness and success.

While addressing individual needs, the Preschool teachers keep in close contact with our students' families. Communication folders go home daily with students' work. Monthly newsletters and updates detail Preschool dates, events, and news. Progress reports and Parent-Teacher Conferences keep families informed and connected. Preschool families also receive "The Week Ahead" email to notify them of both preschool and elementary school wide events. In addition, communication to parents is sent via the school wide communications database (Option C). Families are encouraged to contact the teacher any time during the school year if there is an issue or concern regarding their child. Preschool students emerge with the skills and confidence necessary to be successful, life-long learners.

2. Other Curriculum Areas:

Art and Music

The art program is aligned with the standards set forth by the Archdiocese of Philadelphia. The program fosters and develops student art skills. Through the program, students familiarize themselves with artists and art history. Students begin to establish an appreciation for a variety of art forms while developing confidence in their own artistic abilities. The program teacher often takes on a cross-curricular approach, working in collaboration with other subject area teachers, to deepen and to enhance student learning. In addition, students have won awards in multiple local art competitions sponsored by the American Legion as well as The Women's Club 2018 Festival of the Arts.

The music program is a vital part of a well-rounded education provided to all students. Students from Preschool to eighth grade benefit from access to an early music education. Guided by the Core Standards of the National Association for Music Education, students acquire a basic understanding of theory, engaged listening, and music history. Opportunities for development in these areas are provided through classroom activities, research sharing, and performance appropriate to each grade level. The program integrates learning in these areas with liturgical music and academic curriculum. Students have additional opportunities for musical development through participation in the school Band, Choir, and Theater productions. Besides the cultural and pleasurable experience, students also learn skills of attentiveness and

staying on task through this discipline. The elements of the music program give students insight into human feelings and creative expression. Music is an integral part of liturgical and social activities throughout our school.

Students also have opportunities throughout the year to take part in formal and informal musical performances inside and outside of the classroom. These performances include band, choir, and theater productions for school, parish, and local communities. Noteworthy examples include choir participation at Philadelphia Phillies games as well as junior theater productions of Aladdin, The Lion King, and Shrek, Jr.

Physical Education/Health/Nutrition

The Physical Education program encourages students to challenge themselves while fostering individual talents. Teachers value physical activity and help children understand the importance of a healthy, active lifestyle. Furthermore, the program integrates nutrition themes in other subjects including science, reading, and art. In addition to the Physical Education program, students also participate in supplemental instructional programs including:

Drug Abuse Resistance Education (D.A.R.E.): This is an educational program that seeks to prevent the use of controlled drugs, membership in gangs, and violent behavior.

Officer Phil Program: This is a program that focuses on safety in the community as well as internet safety.

Tooth Buddy Tales: This program teaches children the importance of healthy, clean teeth by empowering and educating them to choose better snacks.

Foreign Language

Saint Pius X School offers students weekly Spanish instruction. Students begin with the basics including letter-sound correspondence followed by commonly used words and phrases in the Spanish language. Subsequently, students listen to familiar stories in both Spanish and English in order to enhance and to strengthen language fluency.

Technology/Library/Media

The library program at Saint Pius X School supports and extends to all curricula. This program strives to teach students how to effectively locate and communicate information and ideas while instilling an appreciation for reading that encourages them to become lifelong learners.

At SPX, the Google Classroom has been implemented in second through eighth grades. The classroom has simplified creating, distributing, and grading assignments in a paperless way. Students and their teachers view their classes daily to communicate with one another in real time.

The gradual introduction of Chromebooks has been very successful. This technology improvement was necessary to achieve student success across the curriculum. Currently, students in grades three to eight have their own Chromebook while children in grade two utilize iPad technology. At the primary level, classrooms are equipped with interactive Smart Boards. Finally, middle school classrooms are equipped with smart TVs including Chromecast capabilities.

3. Special Populations:

Saint Pius X administration and faculty take seriously the mission to provide high quality education to all students in order to help reach their full potential. The current student/teacher ratio of 17:1 allows for more individualized instruction in the classroom. Small class sizes allow teachers to identify both advanced and struggling students to tailor instruction accordingly. In addition, recent advancements in technology have greatly enhanced the goal of teachers to work with students at all levels of ability. The Google platform provided by the Chromebooks allows teachers to post student assignments electronically. This enables

teachers to monitor student work in real time, to assist and to challenge students as necessary throughout the course of an assignment. This technology has also allowed many classroom teachers to embrace a formative assessment approach through the use of various methods such as the “exit ticket.” These exit tickets require students to electronically submit a question or brief statement about the lesson through Google Classroom. This method of assessment gives teachers immediate feedback of student understanding, allowing for reteaching if necessary.

Whenever a student in Kindergarten to eighth grade experiences academic or behavioral difficulties, teachers are able to seek guidance from an Instructional Support Team (IST). This team consists of an educational psychologist provided by Delaware County Intermediate Unit, the principal, and two faculty members. Parents are invited to join a discussion and brainstorming session to develop home and school strategies that will scaffold student instruction. The team proceeds to schedule periodic follow-up meetings to maintain an understanding of the student’s progress. Each year, an effort is made to inform current teachers of the successful strategies and modifications used in previous grades as well as an invitation to follow up with the (IST) team.

To further address the needs of struggling students, Saint Pius X has two part-time resource teachers available to support students in the areas of reading or language arts. Once identified by their classroom teacher, students will work with the resource teacher either one-on-one or in a small group. The resource teacher will communicate regularly with the classroom teacher to discuss student progress. This concentrated instruction often helps students master difficult concepts being taught in the classroom.

In addition to meeting the needs of struggling students, Saint Pius X offers an Honors Math Program to challenge students. The Honors Math Program is open to students in grades five to eight. Students qualify for the program based on academic achievement and standardized test scores established by the Archdiocese of Philadelphia. Students in the Honors Math Program will master a full course of Algebra in eighth grade.

Each spring, student progress is assessed via Terra-Nova standardized testing. Faculty and Administration closely monitor these results looking for areas of the curricula that may need to be improved or enhanced. As a result of this critical monitoring, the school decided to strengthen its focus on reading comprehension and vocabulary. As part of a plan to improve student achievement in these areas, the school instituted some new vocabulary programs in the middle school and a new reading series in the elementary grades.

Wordly Wise, a new vocabulary program, provides differentiated instruction such as specialized reading passages to reach all students. Wordly Wise also provides instructional support to guide teachers in helping struggling students. In addition, this year sixth and seventh grade students are participating in the Wordmasters Challenge Program. This is a national competition geared toward helping students build strong vocabulary and verbal reasoning skills. Great excitement surrounded the first Wordmasters Challenge Meet in November. The results of the first Meet were quite impressive.

The new reading series in the elementary grades, Houghton Mifflin Journeys Reading Series, has proven to be successful in building many important reading and writing skills. This comprehensive series addresses a wide range of critical skills including reading comprehension, vocabulary, phonics, sentence structure, and language mechanics.

Teachers continue to see the benefits of these programs through improved reading comprehension and vocabulary scores in standardized testing.

In conclusion, Saint Pius X School continues to strive to find ways to help all students reach their full potential.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Saint Pius X School provides a loving, nurturing environment where each child feels respected and appreciated the moment they walk through the doors each morning. The school and teachers provide an environment where students feel valued for their own unique gifts and talents. Students are afforded many opportunities to learn and grow socially, academically, and emotionally. School plays, choir, and Reading Olympics are just a few ways students are able to get involved and interact with teachers and peers in a positive way.

School plays allow students to share and to develop their acting and musical ability with each other as well as the parish community. Auditions are always exciting with students encouraging one another to try out for major roles while helping each other practice lines. A risk-free environment like this allows students to step up to try something new.

Each year many SPX students in fourth to eighth grades participate in the Delaware County Reading Olympics Competition. As part of this program, students are required to read books from a predetermined list and participate in a county-wide competition in the spring. This is a program that encourages students to work as a team building strong social skills while developing a love for books and reading. Reading Olympics' students meet after school. Students work in groups to create questions and answers as a way of reviewing literary elements of the stories. An excitement for reading abounds in these meetings!

School-wide service projects help develop students' emotional growth. SPX students have the opportunity to participate in different service projects both in and out of school. Under the supervision of the Preschool teachers, the middle school Blue and Gold Society members spend time interacting with the younger students helping them to develop important social skills like sharing and taking turns during play time. In addition, the Student Ministry organization leads the student body in liturgical, school, home, and community service. Knowing their actions can have a positive effect on others is emotionally rewarding for students of all ages.

The school provides an environment where teachers feel like valued members of both the school and parish community. Teachers are supported in their important work by school administration and the Saint Pius X Parish community. The school principal is always generous in her public recognition of the teachers. She will regularly remind students of how fortunate they are to have such gifted and dedicated teachers. These types of messages frequently echo over the school public address system or during various school functions where both students and parents are gathered. In our faith-based community, parishioners support teachers in many ways. Parishioner contributions help support the school financially and their prayers encourage teachers to continue in their mission of preparing good Catholic Christian leaders for the future.

Teachers also support each other daily by generously sharing personal experience, professional knowledge, and prayers through the prayer partner groups. The faculty "sunshine club" supports one another through festive get togethers and offers assistance for teachers who may be experiencing difficult times.

Everyone is most grateful that SPX School is a place where both teachers and students are valued as they journey through their important missions.

2. Engaging Families and Community:

Saint Pius X School recognizes the importance that the parent and parish community bring to the mission of educating strong Christian leaders for the future. Parent involvement is very evident in the many school events throughout the year. For example, parents play an integral part in the school theater program. Parent volunteers support the students in this endeavor by assisting in the audition and rehearsal aspects of the process. In addition, parents work tirelessly making costumes and set props. This parent participation is essential to the success of the school theater program. In addition, the Home and School Association

actively supports programs and fundraisers that benefit the school community. Some of these fundraisers include an annual garage sale, dance-a-thon, designer bag bingo, craft fair, and Santa Secret Shop. Parents always willingly step up to take leadership roles in these events. In addition, parents volunteer to help during the school day serving as homeroom parents who assist with various projects in the classroom. Other parents volunteer their time to help out in the cafeteria with younger students at lunch time.

The SPX Athletic Association is a parent run organization that provides children from the school and parish community with the opportunity to participate in both varsity and junior varsity sports. SPX teams include baseball, football, softball, soccer, field hockey, basketball, volleyball, track, and lacrosse. These teams are coached by dedicated parent volunteers who work with children to develop athletic ability and life skills such as good sportsmanship, teamwork, and leadership.

The good news about SPX School is shared with the community via the school website. In addition, administration periodically publishes a school highlights bulletin to share student achievements with parents and the parish community. A recent publication included the academic achievements of many of the eighth grade students including the many high school scholarships they have been awarded. This bulletin also recognizes student participation in extracurricular activities like theater, sports, choir, student ministry, and band.

At Saint Pius X School, all feel very fortunate to be surrounded by such a caring and supportive community. Everyone truly treasures the parents and parishioners who give so generously of their time and talents to support SPX in its effort to help students reach their full potential.

3. Professional Development:

Saint Pius X provides many opportunities for professional development throughout the year.

Continually, teachers are encouraged to enhance their craft through various types of course work, professional workshops, and seminars offered through the Delaware County Intermediate Unit (DCIU). These course offerings address key areas such as technology, assessments, and differentiated instruction.

In addition to DCIU opportunities, faculty and staff have various in-house professional development opportunities. The Office of Catholic Education offers on-site instruction sending representatives out to keep teachers abreast of new technology that can enrich an already strong curriculum. These sessions are hands-on training opportunities requiring teachers to participate in the instruction using their school purchased Surface Pro devices. Through these training sessions, the faculty has been able to harness the power of Google Suite and its usefulness in classroom instruction.

In addition, many faculty members recently participated in an IHM Edcamp Saturday session. During this Edcamp training, teachers were able to attend sessions of their choosing. These sessions included “Addressing Allergies in the Classroom,” “Beyond the Test: Alternative Methods for Assessment,” and “Quizlet” just to name a few. So much of what was learned that day has flowed into daily classroom instruction.

Saint Pius X also provides life-saving training for its faculty and staff. Some faculty and staff recently participated in CINTAS training provided by the Red Cross. This included both CPR and AED training. Members of the school administration as well as two teachers from each floor were in attendance.

Two members of the school faculty and/or staff are also required to attend the Delaware County Emergency Response Program to receive instruction on the county’s emergency planning procedures.

In conclusion, Saint Pius X faculty and staff are continually enhancing and updating their skills to offer students the best possible educational experience.

4. School Leadership:

Saint Pius X School is part of the Saint Pius X Church and Parish community. The current pastor was recently recognized by the Advisory Council for Catholic Education for his leadership and dedication to Catholic education. His leadership has been a very large part of the school's success. He continues to be a strong presence in the day-to-day life of the school visiting the classrooms and conducting the school liturgies.

SPX School is blessed with a principal who is a Sister, Servant of the Immaculate Heart of Mary. Her dedication and leadership are quite obvious. Sister enjoys being among members of the school community. She can often be found in the school yard at arrival and dismissal times talking to parents or in the cafeteria chatting with students during their lunch. Sister recognizes the need for effective communication among members of the school community. She frequently visits with teachers to get feedback on the progress of their students. She is always eager to listen and offer her guidance and support. Sister encourages faculty input on curriculum enhancement. Many faculty suggestions have materialized into curricula improvements such as a new vocabulary program, student Chromebooks, and new novels for the middle school. As a good leader, she values those on her staff. Sister frequently expresses appreciation to her dedicated faculty both privately and publicly. She often attends faculty in-service days to learn alongside her teachers.

The faculty of Saint Pius X School is fortunate to have a strong Professional Learning Community (PLC). The purpose of this community is to ensure that every student achieves success. The community works collaboratively to analyze how students learn and how to measure their learning in a meaningful way. The PLC strives to develop ways to address the needs of students who are having difficulty mastering grade level concepts. Teachers have the opportunity to share their innovative ideas at regularly scheduled faculty meetings throughout the school year. In addition, teachers collaborate to share knowledge gained through professional training. The PLC is also supported by a shared faculty drive in Google Suite. This technology allows teachers to post valuable information about strategies, tools, and approaches that they have found to be successful in their own classroom.

Strong leaders among the faculty include a third grade teacher who was recently selected to receive the Excellence in Teaching Award established by The Franklin Mint Federal Credit Union. This award was established to recognize eighteen outstanding and dedicated teachers in Delaware County each year. She was honored at a celebration in April 2018.

Other Leaders among the faculty include curricula chairs who offer guidance to classroom teachers regarding the math, science, and language arts curricula. These leaders are veteran teachers and experts in their particular subject area.

The Home and School Association leads the way in organizing school and community events that directly benefit the school and students. Events such as the back-to-school barbecue foster a real sense of community among school families and keep the lines of communication open between home and school. In addition, individual members of the Home and School Association worked to establish a school endowment which continues to be instrumental in the areas of technology, science lab upgrades, renovations, and improvements to the school facilities.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice that teachers feel has been most effective to the success of Saint Pius X School is the dedication to technological advancement. The school embraces technology as a means to enhance the current curriculum and to engage all students in the learning process. Every student in grades three through eighth has a Chromebook. Younger students have access to iPad technology and interactive smartboards. This technology has sparked excitement among teachers and students. The chromebooks allow teachers and students instant access to subject based materials and information. The use of Google Classroom allows teachers to post assignments and assessments while monitoring student progress in real time. This technology allows students to be more active learners, too. Walking through the halls of school these days, one can see just how engaged students have become. Some are working independently on their devices while others are working in groups on various research projects. Many classrooms come alive with the sound of student groups competing while reviewing vocabulary and other concepts via online study tools such as Kahoot, Quizlet Live, and First-In-Math.

SPX students continue to excel in all areas of the curriculum. Teachers believe that technological advancements have played a vital role in student achievement. This technology enables students of all ability levels to grow academically. It supports struggling students while challenging students with higher abilities. Because teachers have experienced success with technology innovation, they will continue to provide students with these tools to challenge them to reach their full academic potential.

PART VII – NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$4918
(School budget divided by enrollment)

4. What is the average financial aid per student? \$356

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 82%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 -
Common Core with InView

Grade: 3

Edition/Publication Year: 2018

Publisher: DRC/CTB

**Scores are reported here
as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 -
Common Core with InView

Grade: 4

Edition/Publication Year: 2018

Publisher: DRC/CTB

**Scores are reported here
as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 -
Common Core with InView

Grade: 5

Edition/Publication Year: 2018

Publisher: DRC/CTB

**Scores are reported here
as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 -
Common Core with InView

Grade: 6

Edition/Publication Year: 2018

Publisher: DRC/CTB

**Scores are reported here
as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	89
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3 -
Common Core with InView

Grade: 7

Edition/Publication Year: 2018

Publisher: DRC/CTB

**Scores are reported here
as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	95
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 -
Common Core with InView

Grade: 3

Edition/Publication Year: 2018

Publisher: DRC/CTB

**Scores are reported here
as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	81
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 -
Common Core with InView

Grade: 4

Edition/Publication Year: 2018

Publisher: DRC/CTB

**Scores are reported here
as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 -
Common Core with InView

Grade: 5

Edition/Publication Year: 2018

Publisher: DRC/CTB

**Scores are reported here
as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 -
Common Core with InView

Grade: 6

Edition/Publication Year: 2018

Publisher: DRC/CTB

**Scores are reported here
as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova 3 -
Common Core with InView

Grade: 7

Edition/Publication Year: 2018

Publisher: DRC/CTB

**Scores are reported here
as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: